

VISIT...

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Tutor Teaching Tips

Birds (I)

MATERIALS

Leveled reader

Leveled reader

Graphic organizer

Game cards;
Game board;
Markers

Leveled reader

Before Reading 3–5 minutes

BUILD BACKGROUND: Ask: *What kinds of birds have you seen? What did they look like?*

PREVIEW THE BOOK: Show the child the pictures on the covers and title page of the book. Read the title together. Ask: *What kind of birds are these?* Without reading the book, have the child look at the pictures in the book. Name each bird for the child and talk about what each looks like.

During Reading 10–15 minutes

Sit next to the child and read the book to the child. Have the child follow each word with his/her finger. Next read the book aloud and have the child read along with you. Finally, ask the child to read the book aloud by himself/herself. If the child reads a word that doesn't make sense, ask: *Did what you read make sense?* Have the child try to sound out any words he/she doesn't know. Ask: *What sound does this word start with? What sound is in the middle of the word? What word makes sense here?* If the child still cannot work out the word, tell him/her the word. Ask the child to reread the sentence with the word and then continue reading the book.

After Reading 10–15 minutes

RETELL: Ask the child to retell the book. Prompt with questions such as: *What kinds of birds were in the book? What is the same about the birds? What is different?* Allow time for the child to think about each question and respond. If the child cannot answer, help him/her find the answer in the book.

Explain that the birds in the book have special features, for example, the roadrunner is able to run very fast. Ask the child what the roadrunner has that is common to other birds (beak, two legs, feathers, etc.). Have the child use the chart to organize information about the special features of the birds and to list features the birds have in common.

READER RESPONSE: Ask: *What is your favorite bird? Why?*

Optional Activities

WRITING: Ask the child to draw a picture on the inside back cover of the book of his/her favorite bird. Ask the child to write a sentence about the picture.

VOCABULARY GAME: Place the cards riddle side up in a stack. Have the child draw a card and read it or give it to you to read. Have the child answer the riddle, and then check the answer by looking at the back of the card. If correct, he/she can move the number of spaces along the game board as indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Home Connection

Encourage the child to take the book home for practice.

Type of Bird	Special Features	Features Common to Other Birds

INSTRUCTIONS: Have the child find and list on the chart each bird from the book. Have the child find the special features of each bird and record them on the chart. Then have the child list things the birds have in common with each other.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader



Game Cards (FRONT)

Birds (1)

I live in the rainforest.
I have a big, colorful
beak. What am I?

I live in the desert.
I can run very fast.
I eat snakes and lizards.
What am I?

I am the smallest
bird. I am bright
and colorful.
What am I?

I come out at night.
I have big eyes.
I can fly without
making a sound.
What am I?

I am a big, white
bird. I have a thick,
sharp beak I use to
crack open hard nuts.
What am I?

I fly high above
the ground. I have
sharp claws and a
sharp beak.
What am I?

I am short and fat.
I have a colorful beak.
I use my wings to swim.
What am I?

I cannot fly, but
I have very long legs.
I can run very fast.
What am I?

I eat dead animals.
I have no feathers
on my head.
What am I?

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader



Game Cards (BACK)

Birds (I)

hummingbird

5

roadrunner

4

toucan

3

eagle

2

cockatoo

1

owl

5

vulture

4

emu

3

puffin

2

Leveled Reader

Game Board

Birds (I)

